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The Importance of the Unimportant

by Bruno Morawetz
Director, Camp Ponacka

Everyone has had the experience of getting very uptight about something which at a later time proved to be of very little consequence. It is useful to maintain the kind of perspective in which the things of lasting importance are given their proper due. I hope to shed some light on this but, before I do, I wish to recount a few personal incidents.

One Sunday, as we trudged through ankle deep snow, I listened to a former counsellor who had recently graduated with honours in a four year history course at Queen's University. He commented on the fact that when he entered University five years ago a new trend was taking shape, a phenomenon which is sometimes called Supermarket education. This type of education encourages a student to pick and choose here and there – a bit of Sociology, a slice of English, a dash of Art Appreciation, along with a basketful of History. My friend greatly lamented the fact that much of his four year education was a waste of time. He felt that more structure and an orderly progression in his course of studies would have been of far greater benefit.

Let me now take you to my wife's new greenhouse. A friend walked in and expressed great admiration for her full and lush geranium plants. He complained that his geraniums grew tall and spindly and never developed the fullness of hers. She immediately informed him (and me) that a geranium will grow into a beautiful plant only if you keep nipping off the new shoots, just as any fruit tree needs annual pruning.

You may rightly ask what all this has to do with camping? In an important sense, a camp director is like a gardener and his geraniums are children. If a youngster grows without structure, without the occasional pruning, without limits, he may come back from camp, like my friend from Queen's, saying: "I did not really learn anything at camp, I accomplished nothing, it was a waste of time."

Many of us spend a good deal of time and money preparing a good soil for our campers to live in – we provide good equipment, physical comforts, leadership, etc., but we often forget that a child, like a geranium, needs the occasional pruning – discipline.

Under the influence of Dr. Spock and Freud, parents, educators and camp directors have come to believe that children should never be thwarted. For years we have heard it said that punishing a child is self-defeating and now we hear calls for the return of the noose and the strap. I am not prepared to enter into a discussion of these contentious issues, but they are signs that many persons are beginning to see the danger of unbridled freedom in a richly fertilized soil.

If one is not to swing aimlessly on the pendulum of public opinion, one must have some definite convictions about the important and the unimportant things in life.

I am starting from the assumption that the only thing which is important to a human being is what happens to his inside. The inner life of man can be referred to by various terms, in English "soul", in Greek "psyche". A camp director who does not gear his camp to the inner life of his campers and staff will not be accomplishing what is most desirable. Most camp directors know that their camp has a special mystique, which makes camp what it is – a place set apart, an oasis for thirsty souls. This camp mystique is so intangible that few of us can trace it to its origin. It exists because, in the intimate atmosphere of camp life, the souls of all impinge on each other. In most camps, the director unconsciously gives guidance to his camp mystique, hence it is true (and well known) that a camp is the expression of the individual who runs it.

It is well to remember that, just as life consists of minute moments, a camper's fourteen hour day consists of hundreds of minute incidents. His fourteen day sojourn is made up of thousands of small incidents, each of them seemingly unimportant. It is these seemingly unimportant moments whic make or break his camping experience. During these thousands of seconds the doors to the soul, the senses, are on full alert. How frightfully important that the eyes should see beauty, that the ears hear pleasant sounds and often the sounds of silence. How important the warm touch of a friendly hand, how glorious to the nostrils the smells of nature! (I can omit to mention the pleasant taste of wholesome food!!!) One philosopher of this century, Martin Buber, made this a cornerstone of his philosophy "the hallowing of daily life". Many people live under the illusion that on some day, at some moment, from somewhere, will come some great event which will reveal to them the meaning of their life. Such moments rarely come. Far better that we should recognize the holiness of each moment, of each lovely sight or sound, that we should taste in each morsel of food the bounty of creation.

In addition to our five senses, the soul stretches forth its antenna and scans the vibrations of its surrounding space. In a good camp the vibrations are mainly good. Where there is honesty and trust and genuineness among people, the vibes will be good and the inner life of every person will be soothed and helped. How important are these unimportant things I have just talked about? How much of the director's time is spent on these?

Are we, the gardeners of our campers' souls, sufficiently tuned in to these subtle ways of communicating? Do we realize that jarring colour schemes hurt the soul, that any form of ugliness makes one uncomfortable? Do we realize that the tone of voice speaks louder than the words it utters? Why do you think, does every tourist love Switzerland? It's the trimness of the fields, the flowers in the windows, the

neatly painted houses. Without a great deal of money, our camps should be made into little Switzerlands, not in order to impress parents on visitors day, but because young souls are being watered and fed.

Are we as camp directors too pre-occupied with facilities and programmes, are we too captivated by techniques of leadership, instead of the simple things like genuineness in our staff and ourselves? Parents may be impressed by expensive equipment and elaborate facilities, kids are left "cold" by them. A highly developed campsite may prove to be a real handicap. When our camp was young, the campers derived great satisfaction from creating a new path or cutting trees for a new tent. Now it's all done. Fortunately we were able to buy some raw land nearby and the boys can be pioneers once again.

One thing which many directors consider very important is a highly trained staff. My own experience makes me question the importance of it. I am always suspicious when a staff application is accompanied by a long résumé listing dozens of qualifications, courses taken, tests passed. In many cases such a person has done all the right things, he has earned his Bronze, his St. John's First Aid badge, his bushman's thong, but perhaps he has never taken the time to sit quietly by a brook to listen to the gay laughter of its ripples.

A good counsellor needs ears tuned to the ripples of a child. He needs more the ability to listen than the skill to teach. If a counsellor's time is too important to share in the discovery of some unimportant beetle, will he be good for the child's inner life?

I am old-fashioned enough to think that cleaning the cabin and making a bed are not as unimportant as they are held to be by many. A child needs self-discipline and thrives on it. The American philosopher, William James, said "First thing each morning we should do something which we have to force ourselves to do". Every conquest over our slovenly selves is a step to victory, the final victory being our acceptance of ourselves as we are!!!

A few days ago my young secretary informed me that she had decided to turn down a two thousand dollar offer to work at a hockey camp. The director could not understand why she would go to a camp up north for a salary one third as high as his own. She had been working for him evenings after school and he knew her good qualities. He began to plead with her saying: "you will have beautiful quarters with a shower and all conveniences". She replied: that is exactly why I want to go up north where these things are absent." "You'll have your own colour T.V.", to which she replied: "that is exactly why I want to go up north." There is a lesson in the young lady's attitude. Camp should be as different from our daily life in the city as we can make it. In our camp we try strenuously to keep away from anything which resembles the city. We do our best to shun concrete and steel, arborite and wall boards, plumbing and electricity; radios are *completely* outlawed. A change is indeed as good as a rest and the importance of these unimportant details must not be overlooked.

Most adults have had the misfortune to have their lively imagination stifled by the demands of time and circumstance. In children, the imagination is still very much alive. A camp director is well advised to inject an element of mystery and make-believe into his programme. There should be many surprises in store for his campers, events can be announced in imaginative ways, dressing up has never lost its appeal in youngsters and adults alike. The one thing which occupies a large part of our time is our annual Hoax (Indian Burial ground, unidentified flying object, glabergoof egg, etc.). With the bombardment from noise and the mass media, the imagination is frequently overlaid and buried. Camp is a good place to re-awaken it.

What I have been saying can have an important bearing on the role of the director and the manner in which he spends his time. If it is true that these subtle influences are of the greatest importance, the director might be wise to delegate all the "important" things, like daily routines, maintenance, buying etc. to some member of his staff. It might be the right thing to keep himself free for all those "unimportant" things like being free to talk to a camper on the path or tell a bedtime story to one little group. I found a poem in my files, I don't know where it came from or who wrote it but perhaps it will convey what I have striven to say. . .

"I took a piece of human clay
And gently formed it day by day
And molded with my skill and art
A young child's soft and yielding heart.

It came again when days were gone
It was a man I gazed upon
The form I gave him still he bore
But I could change him nevermore."

Un directeur de camp nous montre comment il serait sage pour un directeur de déléguer la responsabilité des choses "importantes" telles les routines quotidiennes, l'entretien, les achats . . . à ses adjoints afin de pouvoir s'occuper des choses "sans importance" comme parler à un campeur tout en marchant le long d'un sentier du camp ou raconter une histoire, le soir, dans une hutte.

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Water Search & Rescue Procedures for Camps

–by Don Dickie

	TIME ELAPSED
Whistle blows for the buddy check	0 sec.
Buddies are counted	10 sec.
One camper is discovered to be missing	15 sec.
Emergency Signal is given	20 sec.
Waterfront is cleared	40 sec.
Counsellors report to waterfront	1 min.
Campers' attendance taken	1 min. & 10 sec.
Description and name of missing person is taken	1 min. & 10 sec.
Counsellors get into pre-arranged search groups	1 min. & 10 sec.
Full water search begins	1 min. & 30 sec.
One full sweep of swimming area concluded	3 min.
Body found in deep water at margin of buoy lines (within 5 feet of where the camper was last seen)	3 min. & 5 sec.
Body brought to shallow water	3 min. & 25 sec.
Artificial Respiration commenced	3 min. & 30 sec.

The camper has been without oxygen for a minimum of 3 min. & 30 sec., assuming he disappeared just before the buddy check was called. Brain damage may have set in after 3 min. If the subject disappeared 2 min. before the buddy check, he has been without oxygen for over 5 min. and there is little chance that he will be revived.

Don has been a Summer Field Representative for the Royal Life Saving Society for the past two years and also has considerable experience in the instruction of lifeguards and swimmers of all ages.

What is the fault in this procedure?

The search procedure was rehearsed in pre-camp and all staff members knew their jobs and performed them well. Why was this procedure inappropriate?

The weakness is not in the search performed, but in the search procedures. Examine the search procedure again. It took 1 min. & 15 sec. from the time the camper was discovered missing until the water search was initiated. It was in these wasted seconds that the chance of reviving the subject was lost.

Before discussing the search procedure itself, let us back track a bit. The possibility of a camper getting into difficulty in the first place may be decreased through adequate training of counsellors. This training should include; recognition of possible hazards, awareness of danger areas and a knowledge of the appearance of a swimmer or non-swimmer in difficulty. In the case of a drowned non-swimmer, it usually takes at least 40 sec. following his last breath until he becomes unconscious. During this period he may exhibit definite signals or symptoms which can be spotted by the trained lifeguard. The following frequently distinguish a non-swimmer in difficulty:

1. Vertical body position
2. Lack of supporting kick resulting in the subject being unable to remain at the surface
3. Eyes wide open
4. No call for help (priority is breathing).

The weak swimmer with some support skills, unlike the non-swimmer, may be able to support himself at the surface and thus be able to attract attention by splashing and calling for help.

In addition to recognizing these signs of trouble, the lifeguard must be aware of all the danger areas in and around his waterfront facility. He must be able to recognize potential emergencies especially in the actions and facial expressions of swimmers.

Having taken these positive steps, there must be an emergency procedure for the situation in which a person is discovered to be missing. The emergency procedure should be practiced to ensure that all participants know exactly what is expected of them. The procedure should be dis-

cussed duri.. e-camp, written up and posted in appropriate locations around the camp. With each arrival of new campers, the procedure should be practised so that the campers learn the procedure. During the season, an emergency should be tried at least once with no advance warning. Many procedures that look adequate on paper and in controlled trials, may not work in practice. These facts become evident only when the procedure is put into effect. Further, people react differently under stress. It is only through a valid test that people may evaluate their reactions to a seemingly real situation.

Camps have unique problems with emergency procedures which are not necessarily found in other facilities. One such problem is the lack of time to devote to practice sessions. Counsellors who also have responsibility of lifeguarding have many other duties to perform as well. Thus, though practice time is essential, in many camps it may be difficult to schedule. Here is a suggestion that may help solve this problem. Divide the counsellors who wish to lifeguard into one or more teams of 3 or 4 people. Each team lifeguards together during the various waterfront activities for their section of the camp. During the week, each team arranges a practice session. The practices should be brief and frequent rather than long and irregular. Though swimming skills are essential, these should be practised individually and not during the training session. Stroke practice is time consuming, tiring and often boring; therefore, only the most dedicated counsellors persist. This does not mean that physical training is ignored during the session; rather it is de-emphasized. Rescue techniques, communication drills and other aquatic skills such as skin diving, synchronized swimming and water polo should be practised. These activities incorporate the skills necessary to perform a rescue in an enjoyable way. From these practice sessions competitions can be organized among the various teams. The practice sessions might average between 25 and 35 mins. in length and occur two to three times a week.

One more item should be given some consideration before designing an emergency search procedure; what happens to the body after unconsciousness occurs? It is already noted that a non-swimmer may remain conscious at least 40 sec. after breathing ceases. However, there are many possible causes of unconsciousness in an aquatic environment, such as, a blow to the head one might receive as a result of surfacing under a dock or raft or swimming into one, hyperventilating, exposure, drugs, alcohol and epilepsy.

After a person loses consciousness, the lungs may retain air and it may take some time before this air is lost. This air gives the body added buoyancy. The actual depth which a body assumes in water depends upon the fat, muscle and bone ratio. Females usually have a much higher fat content than males, enabling females to float at a much higher level, usually at the surface or just below. Males, especially those with a large bone structure or a large amount of muscle, tend to sink to a greater degree than those with slighter builds. It is quite possible that a very large boned and muscular male may sink directly to the bottom. On the average, most inert bodies rest within 8 feet of the surface. Unless at the surface and extremely buoyant, the body usually assumes a semi-vertical position as opposed to being horizontal. This is because the body's centre of buoyancy is located in the chest area which tends to cause the feet and legs to hang at a greater depth.

Several decisions can now be made which assist in determining the actual search procedure. First, if you hope to revive the lost camper, the search must begin as soon as possible. Secondly, the body usually remains within 8 feet of the surface. The depth and clarity of the water determine which areas should be searched underwater. If you can see the bottom, then there is no need for more than a visual check from the surface. Thirdly, visual search should be done first because of its speed and the high probability of the body being near the surface in any case. Fourthly, specific danger areas such as weeds, holes, docks, rafts and drop-offs should be the next priority. It is usually in these areas that people disappear quickly; for example, trapped under a raft. Fifthly, lifeguards can drown. Make sure that all participants in a search procedure are adequately supervised. Searchers when searching danger areas should not go alone but rather in pairs, thereby decreasing the chance of the searchers themselves getting into difficulty. Lastly, much time can be saved if the procedure is well practised and organized.

Compare the following search procedure with the one suggested at the beginning of this article:

	TIME ELAPSED
Whistle blows for the buddy check	0 sec.
Buddies are counted	10 sec.
One buddy found to be missing	15 sec.
Emergency Signal is given	20 sec.
Guards find out where the camper was last seen—2 staff members begin an immediate Rover search of the area where the camper was last seen plus the surrounding danger areas; the remaining staff member clears the waterfront	20 sec.
Waterfront cleared except for the 2 staff members searching and 1 staff guarding the searchers	40 sec.
Preliminary search is organized as counsellors report to waterfront, this includes land and water search of the immediate area where camper was last seen	1 min.
Preliminary search initiated	1 min. & 10 sec.
First sweep of preliminary search completed	1 min. & 30 sec.
As more counsellors (or qualified campers) arrive, they are organized into a full water search	2 min. & 15 sec.
First sweep of full water search procedure concluded	3 min.

Note the differences between the two search procedures. The staff immediately start searching in a Rover search as soon as they know where the camper was last seen. A Rover Search is a search of the immediate area and danger spots in which the body is most likely to be found.

The preliminary water search is similar to the full search only on a smaller scale. This is an organized and systematic search of the immediate area where the camper was last seen.

At the same time a land search is conducted. It is here that name and description of the camper is taken. One of the best methods of this search is simply shouting the camper's name. (Usually the person responds and the emergency is resolved.)

The final search is of the entire area. It can be done effectively where the area is reasonably well-confined by buoy lines and/or docks and is fairly small. On large public beaches this search is rarely done because of the time required to adequately clear the entire area.

The emergency procedure is not terminated until a positive identification is made. Several factors should be considered when searching various parts of the waterfront. When in deep water do not search below 10 feet in depth. In most cases the body will be between this depth and the surface. The query is often raised concerning failure to search the volume of water between the surface and the 8 to 10 foot mark where the searcher is swimming. The body may be in this area and be missed. Of course this is always a possibility, but, the probability is small. Remember the body usually floats in a semi-vertical position. In most cases the upper part of the body will be close enough to the surface to be seen or the legs will be hanging down into the path of the underwater searcher. In very deep water, i.e., 30 to 40 feet, scuba equipment should be used but only by qualified divers. Remember that if a diver does find the body, he must surface immediately and commence artificial respiration. This procedure is more difficult while wearing tanks. Make sure there is assistance at the surface. Divers should always dive in pairs.

When searching around pilings and underneath docks and rafts, check areas where a person might be caught. This means searching all the way between the bottom and the surface. If the person is caught on something he may not assume the depth level anticipated.

While searching under floating rafts and docks, search about 2 feet below the raft or dock. The body may be close to the surface but not seen because of the raft or dock. On the second sweep, swim at a greater depth.

Skin diving gear (mask, snorkel, fins) is not necessarily essential for a search. It is an asset but a search should not be delayed while obtaining the equipment. This equipment is best used in water depths of over 10 feet. Visibility is increased as well as added propulsion provided by fins. It is essential that people using skin diving gear be properly trained before using it and, like scuba divers, swim in pairs.

The key to success in emergency search procedures depends upon two factors; organization and practice. It is essential to have one director who organizes the searches. This ensures that all areas are covered yet overlap is kept to a minimum. Effective communication is enhanced when everyone reports the results of their search to the search director. When organizing a preliminary or full water search, search in the following priorities:

1. Danger areas
2. Start at the deep water and move toward the shallow
3. Focus on the spot where the person was last seen and then work out from that point.

Finally, train all participants well in artificial respiration from various positions such as, (i) on land, (ii) in shallow water, (iii) rescuer on a dock or in a boat and the subject in the water, (iv) in deep water with and without aids. Item (iv) is a difficult skill. To assist deep water searchers have either a boat, raft or dock close to them. They can commence A.R. more easily from one of these positions. Do not depend upon a resuscitator. Direct artificial respiration is just as good or better in a real emergency. ■

Dans cet article Don Dickie, qui a longuement travaillé avec la Société Royale de Sauvetage, indique la nécessité pour un camp de vacances d'avoir un système de recherche et de sauvetage bien rodé pour rescaper un campeur qui disparaît soudainement à la plage. Pour réussir au moment d'une urgence ce système doit être bien organisé et avoir été pratiqué par la personnel et les campeurs.

Traduction par Paul Bélanger s.m.

SPECIAL NOTE

Legislation under Small Vessels Regulations now requires a Ministry of Transport approved lifejacket or Personal Flotation Device for each person in any vessel at all times. Canoes and rowboats were previously exempted but are now included.

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The Successful Singsong - that great spirit booster!

—by Bob Attfield

Facing a rainy day, homesick campers, or a lull in the evening's program? What could be better for camp spirit than a lively singsong! "Huh!", some say. "Not the way I've seen some of them conducted." True enough. Many of us have suffered through some pretty awful efforts at song leading. But who could argue that a good singsong isn't worth its weight in gold. What better way to inject vitality and joie de vivre into the camp program?

Let's look at a formula that will help to produce the results we want.

$$\left(gt + al\right) + \left(\frac{r + m + c + v}{sa}\right) \times 5e = SS$$

gt . . . good timing. Why not start the day off with a quick singsong right after breakfast?

This 'setting of the proper emotional climate', as the psychologists say, may greatly affect the campers' eagerness to tackle the new day. You'll know you have really been successful if you hear the voyageur group whistling one of your morning tunes during cabin cleanup. It almost goes without saying that a song period during the evening campfire or even as a filler during an unexpected break in the program, (for example when used to cover the preparation period between acts in the talent show), will help to keep just about any group in good spirits. On the other hand, is it advisable to lead a singsong just before an activity that the campers are awaiting impatiently, such as a favourite camp wide game, or tuck time? The leader that attempts to conduct a music session when the time is 'out of joint' may be taking his/her life into his hands.

al . . . appropriate length. Of the two extremes, it is better to cut a song period short than to let it drag on and on. Three or four songs (especially in the morning), are usually enough to create the good cheer you have been working so hard to produce.

r + m . . . rhythm & movement. Good use of rhythm and movement will probably do more than anything to establish a good mood for singing. Tunes like "The Grand Old Duke of York", "When the Saints Go Marching In", and even "The Junior Birdsmen" are ideal as warm-ups because they can be accompanied by clapping, tapping, stamping and even jumping up and down. It is worth mentioning here that some of our best song leaders seldom, if ever, use any song books. Why? The time allowed for distributing the books and flipping through pages (especially if the campers have their noses buried in them) detracts from the spontaneity of the singing. If song words can be taught without the use of books, so much the better.

c . . . competition. In singing, competition can be used to encourage more active (or vocal!) participation. Songs like "The Quarter Master's Store", old and hackneyed as it is, are great for inducing each cabin group to produce an original rhyme, better than the one before. Dividing the group into sections for part or round singing with tunes like "Frère Jacques", "Row, Row, Row Your Boat", and "Good News", can be more effective if a challenge is thrown to each section to surpass the other.

v . . . variety. Have you considered changing the hour and the length of the singsong to avoid routinization? Some days, you may wish to forego singing entirely. Variety in the music selection will naturally make participation more enjoyable. How rewarding for a camper to be able to begin the day with "Alouette" and retire with an appropriately soothing melody like "Land of the Silverbirch".

sa . . . suitable accompaniment. The accompanist, whether the instrument is a guitar, piano, or mouth organ, who can gauge the key which will provide the range of pitch most suitable for the voices in the group, deserves a special spot in Heaven. Can you imagine forty teenagers trying to sing "This Old Man" at a range designed for five year olds? It happens! It may be better to have no accompaniment than a poor one. However, even if no "official" accompaniment is available, you may be able to do wonders with an improvised drum, clackers, maracas or even bells.

5e . . . five times enthusiasm. Can there be anything more important than enthusiasm in a song leader? The importance of enthusiasm was demonstrated to me very clearly during a cookout one cold rainy Wednesday some years ago. The senior counsellor, Richard Kinch, had led the campers up to 'Lookout Point', where it had rained steadily for five hours. The cold and rain had reduced morale to zero. Finally it was time to begin the long trek downhill through the dripping trees to the canoes. Suddenly, Richard, who was the epitome of good spirits, broke into an exuberant chorus of "I'm Henery the Eighth I Am . . . Henery the Eighth I Am, I Am". The effect was incredible! Youngsters who had been complaining moments earlier began singing and joking. The trip that had been doomed to failure almost from the beginning, had become *fun!*

If we act five times as enthusiastically when leading a singsong as we do normally, how can we go wrong?

With *enthusiasm* our formula is now complete. Here it is in full —

$$\left(\text{good timing} + \text{appropriate length}\right) + \left(\frac{\text{rhythm} + \text{movement} + \text{competition} + \text{variety}}{\text{suitable accompaniment}}\right) \times 5 \times \text{enthusiasm} = \text{SUCCESSFUL SINGSONG}$$

GOOD LUCK WITH YOUR NEXT SINGSONG!

Pensées

Children grow best when . . . . .

1. They are with adults who are at ease with them and who seem to enjoy their company. . .
2. They are permitted to make mistakes, and permitted to live with adults who do not themselves pretend to be perfect. . . .
3. Those about them believe in them and express confidence through words and deeds. . .
4. Those about them understand their hopes and objectives. . .
5. Those about them permit them to express doubts, to raise questions, and to try their own ideas. . .
6. They understand the limits of the freedom within which they can make decisions, that with all freedom there is an equal amount of responsibility to be accepted. . .
7. Those about them deal with them with firmness and consistency. . .
8. Adults about them set good examples for them to follow. . .
9. Those about them help them to succeed when they need help, but let them struggle when they are winning. . .
10. Those about them realize that they are children and do not expect them to behave as adults in miniature. . .
11. Those about them understand how they grow and develop, and provide motivation and opportunity for encouraging sound growth. . .
12. They feel strong within themselves and are supportive of their friends and families. . .
13. They live in an atmosphere of friendliness and reason. . .
14. They are able to face life's challenges as objectively as possible. . .
15. Their performance expectancy is related to themselves and not to others. . .
16. They are interested in what they are doing for its own sake. They will be interested when it has meaning for them.

Les enfants se forment le mieux lorsque . . . . .

1. Ils sont avec des adultes qui sont à l'aise avec eux et qui semblent jouir de leur présence. . .
2. Ils ont le droit de se tromper et peuvent vivre avec des adultes qui ne prétendent pas être parfaits. . .
3. Ceux qui les entourent leur font confiance et le traduisent en paroles et en actes. . .
4. Ceux qui les entourent comprennent leurs espoirs et leurs objectifs. . .
5. Ceux qui les entourent leur permettent d'exprimer leurs doutes, de poser des questions et d'essayer leurs propres idées.
6. Ils comprennent les limites de la liberté à l'intérieur desquelles ils peuvent prendre des décisions, et que toute liberté entraîne une responsabilité égale qui doit être acceptée.
7. Ceux qui les entourent sont avec eux fermes et consistants. . .
8. Les adultes près d'eux leur donnent le bon exemple. . .
9. Ceux qui les entourent les aident à réussir quand ils ont besoin d'aide, mais les laissent se débattre quand le succès est en vue. . .
10. Ceux qui les entourent sont conscients qu'ils sont des enfants et ne s'attendent pas à les voir agir comme de petits adultes. . .
11. Ceux qui les entourent savent comment les jeunes croissent et se développent, savent les motiver et créer des situations favorables à une bonne croissance. . .
12. Ils se sentent une force intérieure et sont un support pour leurs amis et leur famille. . .
13. Ils vivent dans un climat basé sur l'amitié et la raison. . .
14. Ils peuvent faire face aux défis de la vie avec toute l'objectivité possible. . .
15. Le rendement qu'on attend d'eux est mesuré selon leur propre capacité et non celle des autres. . .
16. Ils sont intéressés à la chose qu'ils font pour elle-même. Ils ont cet intérêt quand ce qu'ils font a du sens pour eux.

Le texte ci-haute a été adapté par Brian Blackstock, directeur du Camp Mazinaw, d'un riche résumé tiré du livre *Understanding Boys* par Clarence G. Moser, publié par Associated Press. C'est un ouvrage fortement recommandé pour tout responsable de jeunes.

–Traduction Paul Bélanger s.m.

The above is an adaptation, written by Brian Blackstock, Camp Mazinaw, of the thought-provoking summary taken from *Understanding Boys* by Clarence G. Moser, published by the Association Press. It is a highly recommended book for every Leader.

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Regretfully, Ron Johnstone's 'Viewpoint' is delayed in the mail. It will appear in the November issue. From Ron, "Regards and have a wonderful summer."

organizing a sailing program Part II

—by Catherine Thomas
Camp Northway

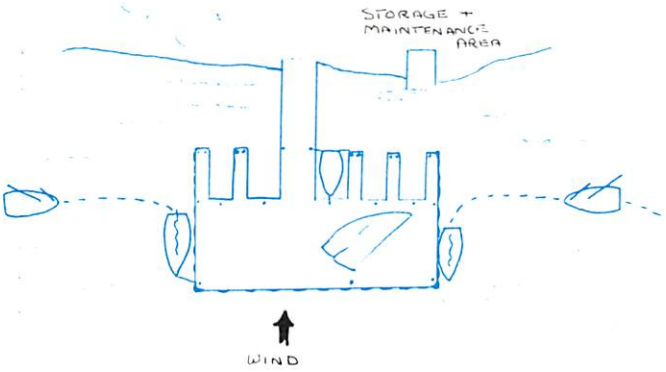
Continuation of the article appearing in the April/75 issue.

Docking

Assuming that you are a non-sailor setting up a program, a brief sailing lesson might be helpful before delving into where you should keep your boats. It is good practice when setting out to sail to tack up-wind. It may take several tacks to reach your destination but only one to return home. Secondly, brakes are applied in a sailboat in two ways:— first, by spilling the wind from the sails and secondly, by heading the bow of the boat directly into the eye of the wind so that the boat is "in irons". It is this last method that is most commonly used in landings.

I believe that there is only one place to keep boats when not in use in a camp sailing program – at a dock. They are readily accessible for use at any time as well as for daily inspection and maintenance chores.

The dock is preferably L- or T-shaped with front and sides unobstructed for landing boats according to wind changes. Bind the perimeter of the dock, especially at the



corners, with some form of shock absorbing material to prevent damage to both dock and boats. Old tires work well. An apron extending to the water will prevent boats from being caught underneath and damaging the rigging. The dock height should allow for ease in getting into and out of boats. Equip your dock with painter rings spaced so that boats will not bump into one another when tied up. The inland side of the dock can be equipped with slips for each boat and should be long enough that boats can be secured by stern lines as well as a bow line. With the dock acting as a breakwater, stern lines will prevent boats from being bashed during a storm or sudden wind shift.

The depth of water about the dock and slips should be sufficient to allow a boat to be manoeuvred with its centre-board down. And by all means look up – you may have to do some tree pruning! The surface area of the dock should be adequate to accommodate the folding and drying of sails as well as the general activity of the sailing program. A cleared area on the nearby shore will be useful for launching or for pulling out boats for repair.

Mooring is better for the boat but inconvenient for the camp program. Moorings should be spaced four boat lengths apart to allow for free swing and room to approach when under sail. Locate them in a reasonably sheltered area where there is no current and where they will be out of the way of lake traffic. All mooring lines must be checked regularly. A small craft will be needed to ferry your sailors back and forth.

With the exception of prams, dry sailing is unsatisfactory in the camp situation. As well as being time consuming, boats are heavy and awkward to pull in and out of the water. Camp boats get enough wear and tear and don't need the additional bumps and dents that are inevitable when boats are being hauled about on dollies.

Storage:

A small shed or box-type locker and a sheltered rack located near the sailing area is required for the in-season storage of sails, records and extra equipment. During the winter, boats are best stored in a building where they are sheltered from the elements. The overturned dinghy must be supported on blocks, which are usually placed in the vicinity of where the mast is stepped as well as a foot or so from the stern. Do check with the boat builder as to the proper method for your boat.

Clean your boats thoroughly before storing. All wooden equipment such as rudders, battens, spars, etc., require care in seeing that they are left in a position where they will not warp. Fold dried sails and hang them in bags so that they will remain dry for the winter.

MAINTENANCE: It is essential in this discussion to stress the care and respect that sailboats demand. A well maintained boat is a safe boat. The onus rests on the activity head but everyone who sails must be involved in the daily maintenance tasks. Delegate duties to the campers, i.e., cleaning and bailing boats, removing tarpaulins, etc. Daily boat inspection should include inspection of buoyancy tanks and safety equipment. See that boats are always clean, dry and tidy and all lines (having their ends whipped and tied in a figure-eight knot) are coiled and hanging. Check stays for proper tension. Check all sails, lines and fittings for wear or malfunction and *repair immediately.* Minor sail tears can be mended with a tape such as Rip Stop and a few stitches. Major repairs require an experienced sailmaker. Dry sails before folding to prevent mildew. Should sails become soiled they only require a good rinse with clear water. If you must, use soap on stubborn spots rubbing gently with a rag. Be sure to rinse well as soap residue can break down synthetic fibres. Assure that

shackles, cotter pins and plugs have safety attachments to prevent loss. Finally, check docks and moorings.

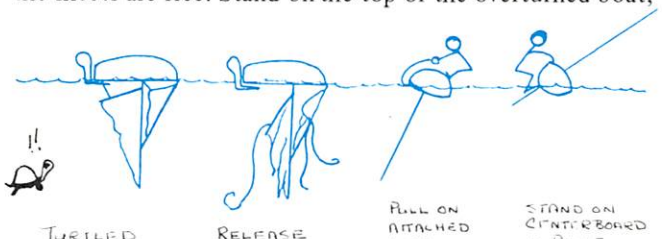
MAINTENANCE EQUIPMENT: The following should be on hand:– **Tools** – pliers, hammer, screw drivers, marlin spike, awl, sheathed knife, scissors. **Spare parts** – extra shackles, cotter pins, cleats, jib snaps, blocks, various sizes of line, shock cord, whipping cord and masking or adhesive tape. To ensure that you will always be able to sail all of your boats, it is wise to have an extra rudder, tiller and suit of sails on hand. As to **sails** – needles, synthetic thread, Rip Stop, wool or strips of lightweight fabric for tell tales. For **General Maintenance**: Bailing cans (made from plastic bottles), sponges, scrub brushes, a bilge pump, detergent and a 5-minute Epoxy kit (**Poison**–use with care and proper eye protection). A reaching pole for catching flying halyards is handy if a tower is not near at hand.

Safety:

As whistles and bells often are not heard when sailing, devise a flagging system for calling in boats. All sailing must be done in full view of a lifeguard who is totally equipped and trained for sailing rescues. According to your situation, he may be stationed in a patrol boat or on shore. All waterfront personnel must receive pre-camp training in sailing rescue procedures. The rescue boat must be equipped, in addition to the required safety gear, with a tow line and a sheathed knife and be manned by two trained persons.

When a rescue is necessary approach the capsized sailboat to leeward, taking care to avoid stray lines, etc. Remove anyone from the water who is not involved in righting the boat. Modern sailboats are generally easy to right by standing on the centreboard and to sail again immediately following a dumping without outside assistance provided that the sailor has had some experience.

Should a capsized boat turn turtle the situation is not as easy to handle. The centreboard can easily fall back into its box if your boat has not been equipped with a preventer. Before attempting to right a turtled boat make sure that all the sheets are free. Stand on the top of the overturned boat,



lean back and pull on a line which has been attached under the boat (the jib sheet will do). When the boat is on its side, the centreboard can be pulled out of the box and the boat can be righted in the usual fashion.

When it is necessary to tow a sailboat, secure the lowered sails and boom over the cockpit with the mainsheet. Secure the towline around the mast and through a chock if there is one. Don't tow by the painter. You will pull the fitting right out of the boat.

Early in the season demonstrate dumping procedures for the whole camp. Include compulsory dumping in your testing scheme. Common sense dictates that a capsize must initially occur in a structured situation where panic can be alleviated. No amount of theory can be used as a substitute.

To qualify for participating in sailing, the following swimming prerequisites are recommended. The OCA standard requires a distance swim of 100 yards and treading water or drownproofing for 5 minutes. CYA prerequisites require the same skills to be performed while fully clothed and wearing a life-jacket. The Red Cross is recommending the Survival Swimming level as its gradation standard for participation in boating activities.

The following safety equipment is mandatory in all sailboats – a government-approved life preserver for each person aboard (and they are to be worn), two paddles and a bailer. Bailer and paddles should be secured so that they will not float away should the boat capsize. A piece of shock cord stretched across under the bow deck is useful for hanging up life-jackets when not in use. A sponge and extra piece of line can be useful on board. I feel that bilge pumps are best left on the dock.

Scheduling

Program guides for sailing are often very specific in stating that each lesson period should be a minimum of two hours – and so they should, if one is to absorb the vast content of suggested lesson plans. If the aim of your camp is to provide concentrated instruction in a specific activity, then two hour periods are necessary.

At camp, sailing can be successfully taught within the framework of a one hour period provided that your program is efficiently organized and allows for flexibility. No matter whether your general camp program is very structured or informal, or, whether activities are taught in groups or on an individual basis, there are a few points to be remembered.

1) Get your sailots on the water as quickly as possible. It is easy to turn a camper off sailing when too much initial land work is demanded.

2) Each camper should be given the opportunity to participate in sailing the boat during their first sail. The first on-the-water session must be with a qualified person and must include what to do if the boat appears to be getting out of control. Often even the suggestion of heeling can frighten new sailors. No matter how much reassurance they receive they feel certain that the next puff of wind will put them in the water and under that sail! By alleviating the fear of capsizing right from the start, almost everyone will enjoy the sport.

3) To help save a lot of time in the actual teaching period, arrange demonstrations periodically for either the whole camp or for sections – things such as how to rig a boat or capsize procedures.

4) When scheduling campers for on-the-water sessions keep in mind the capacity of each boat for the provision of *maximum* active involvement in boat handling – three in a sloop (helm, main and jib) and two in a cat boat (helm and main). There may be some days when you need some extra ballast in the boat; otherwise try not to exceed these numbers. Always remember how boring it can be to have nothing to do in a boat.

5) Be flexible in your scheduling so that you can make the best use of the weather – your intermediate sailors need intermediate winds.

6) Encourage your campers to sail in free dock duty periods. You will have to establish your own criteria as to qualification necessary to take a boat out during this period. It is advisable, even if you have the framework, to require that permission be granted from the activity head upon individual request each day. This way you can control who goes out according to the weather.

Program

Until recently there was no standardized criteria available for the evaluation of sailing ability from one program to another. The recognition of this need has resulted in the development of a format for teaching and evaluation as set down in the CYA Standards. These Standards should be used in camps no matter how limited or basic the program may be. As these tests have been designed for use in all areas and for all age groups, some adaptations may be desired at your camp. For example, the Standards do not stipulate further swimming requirements beyond the initial prerequisite. I strongly feel that camps should integrate further swimming qualifications graded to the higher levels of the sailing Standards into their programs.

Besides the day to day teaching program other sailing events can be planned. Racing is great fun and one of the best ways to learn how to make a boat go. Novice sailors can be involved in a simplified scheme where they sail to a windward mark and back to the start using the "Rules of the Road", which everyone must know. As they become more adept, they can then be introduced to a proper racing format.

A racing program is of little future value unless it is properly organized and carried out according to the rules of racing. Obtain a current copy of the CYA Yacht Racing Rules, a horn or other sound signal and make starting flags in the craft house. Many books with diagrammatic explanations of the racing rules can be found in most book stores and are of great assistance when used in conjunction with the rule book.

Include sailing events in your camp regattas. It need not be the obvious – a formal race. An event might be a relay race where crews sail to a mark, round it, and return to the dock. Each member of the crew must then tie a specific knot before the next section of their team sets off. Sailing single handed, backwards sailing and picking up floating objects are but a few things that you could combine into a relay or obstacle race. Use your imagination but be sure in whatever you devise that your boats will not be damaged.

Sailing picnics, day trips or overnights are always popular. Check beforehand that the destination on these outings will provide a suitable landing area for sailboats. A sudden change in weather on an overnight may bring a downpour or a big blow.

Devise games – playing tag with a life preserver gives experience in practising the man-overboard drill. Play "Follow the leader"! This could involve several campers each learning to handle his own pram and involve all types of manoeuvres. Another game may require that each time a whistle blows everyone must come about. This game can be expanded to include many different signals.

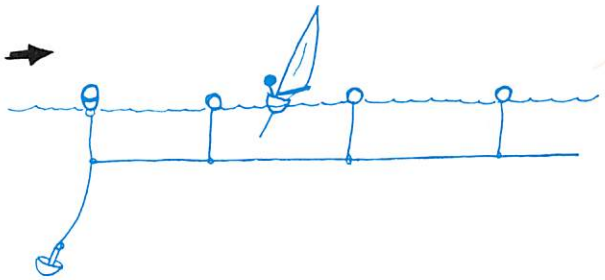
Don't restrict sailing just to the waterfront. Sneak sailing into the perennial camp scavenger hunt. You might require each team to correctly label a diagram or each member of the team to tie a bowline, etc. In a game of "Categories", ask that the parts of a sailboat be named. An evening program may have a nautical theme. If you have the facilities, show a movie. You might invite an experienced sailor to address your group. On a lighter vein, hold a sailors' costume night.

Prepare programs specifically for rainy days. These are days to concentrate on land work: knot tying, splicing, whipping, discussion groups or chalk talks on sailing theory. Race rules can be explained using small model boats. Sails can be mended, etc.

Suggested Equipment and Teaching Aids for the Sailing Program

Marks for setting out a race course.

Slalom course: The first mark is anchored. A flexible



heavy-gauge wire is attached to the anchor line at a depth which will allow for the draft of your boat. Additional marks are attached at intervals to the wire with clips. When setting up the slalom course the attached series of marks will float downwind and provide you with a practice course for tacking and gybing.

Flags.

Whistles or sound signals.

Blackboard and coloured chalk.

Inexpensive line for knot tying and splicing practice.

Whipping cord (inexpensive string is adequate).

Knot board.

Poster sized drawings for bulletin boards. These can range from a labelled drawing of boat parts to weather charts.

Flip charts.

Start a scrapbook for the collection of articles and tips on sailing.

Copies of sailing tests. A very helpful aid has been a detailed outline of our sailing tests compiled in manual form. Each tent group is provided with a copy for individual use.

Start a sailing library. The following publications are very helpful.

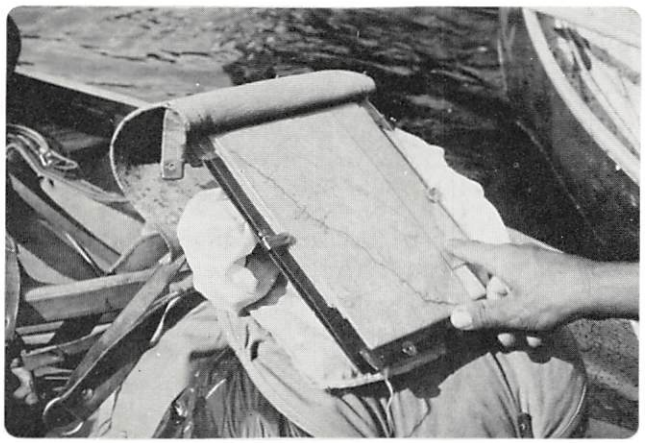
Available from the C.Y.A. – 333 River Road, Ottawa K1L 8B9, Canada

1. *CYA Proficiency Standards.*
2. *CYA Learn-to-Sail Manual.* (The first of a series, this text book deals with the CYA Proficiency Standard "White Sail Levels I, II and III".)
3. *CYA Instruction Manual.* (A teaching aid for instructors in teaching and instructing at the White Sail Level.)
   CYA can also provide you with a list of qualified instructors.
4. *The Yacht Racing Rules.*

Available from book stores – a few of a long list available.

1. *Invitation to Sailing* – Alan Brown
2. *Invitation to Sailboat Racing* – Alan Brown
3. *Successful Sailing* – Lou D'Alpuget
4. *Instant Weather Forecasting* – Alan Watts
5. *This Is Sailing* – Richard Creagh-Osborne
6. *Paul Elvstrom explains – The Yacht Racing Rules.*
7. *The Rules of Yacht Racing* – Bob Smith

(cont'd on page 14)



Camp Richelieu
Quatre-Saisons

L'expédition Bostochouane

Note d'introduction: Chaque année, la base de plein air Quatre-Saisons fournit l'occasion aux jeunes de participer à la préparation et à la réalisation d'une descente de rivière en canots. Voici le récit de l'aventure vécue par une équipe en août dernier: l'expédition Bostochouane.

L'EQUIPE

Ils sont huit bien décidés à partir pour une aventure de 150 milles en canots en Haute-Mauricie. Jean-Pierre est choisi comme animateur du groupe; il en sera à sa quatrième expédition du genre. Denis sera co-animateur et vivra sa seconde expérience en descente de rivière. En plus de ces deux adultes, six garçons âgés de 14 à 17 ans.

Le travail de préparation débute en janvier. Chacun des membres de l'équipe accepte une responsabilité qui répond à ses goûts et peutêtre à ses talents. Alain jouera le rôle de cartographe, Michel F. accepte d'être trésorier, André prendra note des décisions lors des réunions et s'occupera de la correspondance, Pierre se perfectionnera en technique de réparation des canots, Michel B. sera responsable du menu et de la nourriture, tandis que Daniel se préoccupera de l'équipement individuel et collectif.

Pour financer le projet (il en coûte en moyenne $100.00 par individu) chacun apporte une cotisation à chacune des rencontres qui se tiennent au rythme de 2 par mois. Pour compléter la part de chacun, une vente de cerfs-volants fabriqués par l'équipe, la distribution de circulaires et enfin du travail de nettoyage de terrains en mai.

Durant toute cette période de préparation, on étudie à fond le trajet; consultation des cartes topographiques et des relevés de rivière. Une collaboration s'établit entre le groupe, la Fédération québécoise de canot-kayak, le service des parcs et divers clubs de canotiers. Parce que les cours d'eau choisis vont supposer la descente de rapides longs et assez difficiles, l'équipe participera à un stage en technique de canotage en eau vive.

LE TRAJET

Le trajet choisi: départ du lac Montagnais situé dans le parc des Laurentides entre La Tuque et Chambord (Lac St-Jean). De là, descente de la rivière Métascouac jusqu'à la Métabetchouane et le lac du même nom. Enfin le grand lac Bostonnais et la descente de la rivière Bostonnais jusqu'à La Tuque. Un parcours d'environ 150 milles dans une nature sauvage.

Le départ s'effectue le 15 août. Le première section dans le Parc des Laurentides impressionne par la beauté grandiose de son paysage. Lacs et rivières s'enchaînent dans un décor de superbes forêts de conifères et de magnifiques montagnes au caps majestueux. Camper dans un tel paradis, à la fin de chaque journée, fait rapidement oublier tous les désagréments de la vie urbaine. Le cri du huard, le soleil couchant colorant ciel et eau, le bruit sourd du rapide ou des chutes, la clarté du ciel étoilé provoquent des expressions spontanées d'admiration et de satisfaction au contact d'une telle paix.

La seconde section du parcours, soit la rivière Bostonnais, réserve des sensations bien différentes. Le groupe s'attend à une rivière tumultueuse, imprévisible qui exige une attention constante et une bonne lecture des cartes de la rivière. Le passage le plus impressionnant est sans aucun doute la section dite des "Neuf milles de rapides". On avait signalé au groupe que cette section s'avérait difficile à franchir en canots ouverts et, s'il le tentait, de s'y aventurer sans bagages. Conseil judicieux que l'équipe se réjouit d'avoir suivi. Essayons d'imaginer cette descente même si une telle description ne réussit pas à traduire toutes les sensations qu'une descente quasi ininterrompue de rapides successifs communique aux canotiers.

L'IMPREVISIBLE

Disons tout d'abord que la lecture des cartes indiquant la classe des rapides et leur localisation révet une importance capitale. Ajoutons une indispensable compétence technique de la part des canotiers. Chacun doit avoir expérimenté à fond les diverses manoeuvres qui permettront au canot de glisser à gauche ou à droite pour éviter un obstacle en plein rapide, de s'immobiliser dans un contre-courant et d'effectuer des reprises de courants.

Une fois lancé dans la descente, l'avironneur avant doit se concentrer sur tout ce qui s'annonce devant lui. Oeil vif pour repérer une pierre à peine dissimulée sous l'eau noire, réflexe rapide et sûr pour décider de la manoeuvre face à un obstacle qui surgit, attention constante aux caprices des

courants pour repérer rapidement l'endroit où un arrêt peut être possible à contre-courant. Tout cela exige une constance et une maîtrise continuelle car le canot file à vive allure.

Par contre qu'elle expérience à vivre! La satisfaction de maîtriser son embarcation et de vaincre autant par la force de ses bras que par la vivacité de son esprit; l'utilisation maximum de ses sens et des éléments naturels; l'enthousiasme communicatif des quatre équipages et l'échange nerveux mais combien heureux de leurs impressions après avoir réussi une "passe" qui coupe le souffle. En plein bouillon, des figures tendues, des yeux rivés vers l'obstacle, des muscles en alerte et soudain un soupir de satisfaction, un large sourire, un cri de victoire, des yeux pétillants de fierté.

A un seul endroit, la témérité l'emporta sur la prudence. Un des canots se fit surprendre dans un rapide de classe 3 dissimulé dans une équerre (virage aigu). La vague eut tôt fait de submerger la frêle embarcation. Le sang froid, la veste de sauvetage et l'aide des compagnons ont heureusement limité les dégâts à de nombreuses éraflures sur les jambes des occupants. L'embarcation s'en tira pour la balance du voyage grâce à un rapiéçage fait de fort ruban adhésif.

UNE RICHE EXPERIENCE

Pour chacun des gars de l'équipe, cette expédition s'avéra une riche expérience sur bien des points. D'abord une vie d'équipe formidable: entraide, gaieté, partage des responsabilités et évaluation quotidienne du vécu ensemble. Chaque soir, autour du feu, des échanges francs et spontanés ont contribué à tisser de solides liens d'amitié. Aussi une fierté personnelle, une satisfaction d'avoir eu à se surpasser, d'avoir surmonté ce qui, à certains moments, semblait infranchissable: longs et pénibles portages, interminables cordelles dans l'eau jusqu'à la ceinture ou encore le froid qui gagne celui dont les vêtements sont mouillés. Enfin la découverte d'un pays rude mais combien riche de paysages féeriques, tout empreint du calme des grands espaces; les retrouvailles avec une vie calquée sur la nature, qui s'y adapte au point de se confondre en elle.

Raconter une telle aventure n'équivaudra jamais à la vivre. Tous les gars de l'équipe souhaitent aux lecteurs de ces lignes l'occasion de réaliser une telle aventure. Affronter la rivière en équipe durant 15 jours, c'est découvrir beaucoup mais c'est surtout se découvrir.

NOTE DE CONCLUSION

Pour obtenir plus de renseignements sur cette expédition de canots ou pour visionner le photomontage illustrant les péripéties de l'aventure, vous pouvez vous adresser à: Camp Quatre-Saisons Inc., 20 rue St-Charles, Ste-Thérèse, P.Q.

Each year Camp Richelieu Quatre-Saisons gives the opportunity to 14 to 17 year old campers to plan, organize, train for and realize a long river canoe trip. The above article narrates such an adventure on two beautiful rivers of the Laurentians, the BOSTOnnais and the Metabet-CHOUANE rivers where two counsellors and 6 boys travelled 150 miles of that famous water route.

Edited and translated by Paul Bélanger

Organizing a Sailing Program

(cont'd from page 12)

Awards

Proficiency awards are given for passing the various levels of the testing scheme. I dislike the best sailor or racer awards as usually the same camper is singled out in a lot of different activities. Do, however, recognize those who have *really tried* to improve with awards given in each age group. Stress the importance of good boat maintenance by making the 'Ship-Shape' award one to be coveted and sought after.

Records

It is essential that records be kept covering all aspects of the sailing program. In addition to the usual inventory, attendance and progress sheets, keep a book listing all boat repairs and by whom they were done. Keep a detailed annual record of your *total* program for future reference.

In conclusion, I appreciate that there are vast areas to cover in organizing a sailing program and I hope you will find this article to be of value. Good luck and good sailing!

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THE OUTDOORSMAN

by Larry R. Johnston

Coarse Angling

The gentleman who offered his assistance to land the fish was using a large heavy duty landing net, but the big northern went through it without hesitation. The situation finally called for a sharp gaff to secure the four foot, 34 lb. monster and when the little French-Canadian girl I had been watching examined her fish, she seemed to have mixed emotions. It was fun to catch, but the gaff had rendered it quite dead and it could not be released. In addition, it had ruined her perfectly good lure.

That was about 15 years ago, when a pike was considered a snake, unfit for human consumption and little more than a bait-stealing nuisance. The more palatable trout, walleye (pike-perch) and perch were the highly sought-after game species angled in waters where dastardly pike were prepared to chew lures and snap rods.

Fish Commissioners in 1875 stated that the pike were "Modocs of our waters who apparently mutilate and kill their more amiable, Quaker-like neighbours upon the total depravity principle." Classified with such coarse fish as carp, mullets, and suckers, a policy of extermination existed in many areas and it wasn't until 1917 that a good word was spoken about them. William Kendall wrote, "It is also beginning to be recognized that there are still places for pike in both the human and natural economy. For example, there have been waters in which some pike and other fish have lived in reciprocal counterpoise from time immemorial, notwithstanding the condemned 'characteristic voracity of the pike.'

It was about this time that American anglers began to pay close attention to the pike and by 1930, a legal length and daily limit were imposed in many States. We Canadians, however, still considered pike fishing a waste of time.

By 1938, biologists suggested that there might be a correlation between the abundance of large predator fish and the size and abundance of other fish in the same body of water. More evidence was added in 1948 to the importance of northern pike in lakes. A fish population and catch data report stated that the pike were the most valuable predatory fish from the standpoint of fishery management. In Saskatchewan it was noted that a decrease in pike would upset the balance and result in an increase in the numbers of perch and, at the same time, stunt the growth of these smaller fish. Throughout Canada today, it is thought that good fishing is the result of a healthy pike population and for this reason, pike are protected during the spawning season and legal limits are strictly enforced during the open season.

Esox lucius L., probably evolved in southern Europe during the Cretaceous period 60 to 120 million years ago and during this period, a broad connection existed at the present Bering Strait where the pike may have spread through coastwise marshes to Canada. Another theory leads us to believe the fish swam through the fresh water of melting ice which floated above the saline ocean water in the Arctic.

Today, the pike is widely spread throughout Canada and can be found in most lakes and rivers with the exception of those draining into the Pacific from British Columbia. Of course there are other scattered areas in which the pike cannot survive, but they are rare indeed.

Although in England there is only one species representing the pike family, there are several in Canada. To simplify matters however, the northern pike is the most plentiful and widely distributed.

Canadian pike angling methods.

Excellent sport is to be enjoyed by those who fly-fish for pike using ultra-light tackle. When the fish strikes a surface fly, it is an impressive sight, regardless of the fish's size. Spin-casting (spinning) is the most popular method of angling and it, too, is exciting. The fish will hit a spoon, jig or full-bodied lure.

During the spring and summer months, pike can be found in slow-moving, weedy rivers and in the shallow bays of most lakes, but the important factor is timing and the cool periods of the day are most productive. During the fall, the northern pike tend to go deeper so that weed-beds in 15 to 20 feet of water produce the best results. Throughout the day, jigs, livebait and deep-running lures work well. In winter, pike are taken through the ice, but it is usual for most of the larger fish to escape. The angler's line inevitably rubs the sharp ice around the edge of the hole and breaks. Dedicated or perhaps over-enthusiastic anglers have been known to plunge their arms into the water to prevent line breakage, but this practice is not advised. Many anglers have lost fingers and even hands.

I have had pike straighten hooks on lures, jump into my boat, slice through wire leaders and take lure, line rod and reel to the depths of a lake. As I mentioned earlier, pike are an easy fish to hook, but they can be impossible to land.

The popularity of pike fishing is growing rapidly in Canada and special tactics are being developed especially for them, but those under 10 lb. receive little attention from the serious angler.

The visitor to any Province in Canada can fish thousands of lakes and rivers for a non-resident fee of approximately $10.00 per year and find northerns in just about every body of water. For me, the angling is free, but if you consider the equipment lost each year to the fighting pike, it still costs a small fortune.

Photo courtesy of Ontario Dept. of Tourism & Information

OUTDOOR COOKERY

HAMBURG WITH CHEESE

Divide the hamburg in half to make two flat patties. Place one on foil, and in the centre of it put minced onion and sharp cheddar cheese. Lay the second patty on this and crimp the two patties together, to make one cake. Season. Seal in foil and cook on the coals, turning the package once or twice.

GYPSY EGG SANDWICH

Cut 2 slices of bacon into small pieces. Cook until crisp. Add an egg and scramble. Serve between slices of toast or bread. Yield: 1 sandwich.

FRANKS-IN-A-BLANKET

Mix prepared biscuit mix and roll out (or pat out) ¼ inch thick pieces large enough to surround each Frank but let it protrude ½ inch or so at each end. Place on foil sheet, bring foil around and seal securely. Cook 15 minutes, turning frequently.

TUNA BURGERS

- 2 6½ oz. cans tuna, flaked
- 2 cups thinly-sliced celery
- ½ cup chopped peanuts
- ½ tsp. salt
- 2 tsp. grated onion
- 1 cup mayonnaise
- 2 tblsp. lemon juice
- ½ cup grated cheese
- 10 hamburger buns

Mix all ingredients, except buns. Split and butter buns and fill with tuna mixture. Wrap each Tuna Burger in aluminum foil. Place in 450° oven and heat 10 to 15 minutes or cook in a reflector oven.

HARD SAUCE

- 1/3 cup margarine, creamed
- 1 cup sugar (confectioners' preferably)
- 2 tblsp. liquid

The liquid can be cream, milk, coffee, fruit juice, etc. Blend margarine and sugar, and beat in the liquid until blended and foamy. If milk or cream is used, add a dash of cinnamon or nutmeg.

APPLE BETTY

- 1½ cups cubed bread, broken crackers, plain cookies, breakfast foods (even if soggy!)
- ¼ cup margarine
- 8 medium-sized apples pared, cored, sliced
- 1 tsp. cinnamon
- 1 cup brown or white sugar
- ¼ tsp. salt
- 4 tsp. lemon juice or equivalent extract
- ¼ cup water

Toss the bread and melted margarine together. Toss apples, cinnamon, sugar, and salt together. Put a third of the buttered bread cubes in a pan. Add a layer of half the apples, a layer of a third bread cubes, the rest of the apples, and the rest of the bread cubes. Sprinkle the lemon juice and water over this. Cover and bake in moderate heat for about an hour. A short time before the dessert is done, remove cover to brown the crust.

BREAD PUDDING

A recipe for using stale bread, broken cookies or crackers, soggy breakfast foods, etc.

- 2 cups bread crumbs (or as above)
- 3 cups milk, scalded
- ¼ cup margarine, melted
- ½ cup sugar
- 3 eggs, beaten or equivalent powder
- ½ tsp. nutmeg or other flavouring
- ½ tsp. salt
- ¼ cup raisins

Put the bread in a pan or baking dish and pour scalded milk over it. When cool, stir in all other ingredients. Bake slowly, uncovered, for about an hour. Let the top get crispy.

Bread pudding can be varied by adding chocolate, fruits, nuts, etc. Also try it with Hard Sauce.

Editor's Note: The above recipes are among many in the cook book entitled "Cookery for Kids, Kamp 'n Kicks" by Helen Stewart.

TIPS

There's no such thing as a tough cut of meat! Flavour may vary from one cut to another, but any cut of meat will be at its tender best when cooked in the least amount of time necessary. And because cuts of meat vary in composition, different cooking methods can help the tenderness. How can you be sure it will be tender? The shape of the bone in the meat cut can be a guide. Cuts with angular and flat bones —T-bone, pin bone, wedge bone, round bone—all represent the more tender steaks and roasts. Cuts with round bones, shoulder blade bone and lower rib bones indicate less tender cuts of meat.

Here is a general guide for ways to cook beef, lamb and pork cuts —

Most tender cuts: *Broil or pan broil* — Cook in an oven broiler or in a very hot skillet a short length of time until desired doneness. Turn only once (or barbecue over hot coals or grill).

Roast — Cook in an open pan in an oven with no liquid at a moderate to low temperature 300°F to 325°F (or on a spit over coals or in oven) —

15-20 minutes per lb. for rare
20-25 minutes per lb. for medium
25-30 minutes per lb. for well done

Fry — Cook or brown in hot liquid fat or oil, either completely covered with cooking fat as in deep fat frying or only partially covered.

Less tender cuts: *Braise* — Cook by browning in fat, then simmer just below the boiling point in very little liquid in a covered pan (oven or top of stove).

Least tender cuts: *Simmer* — Cook slowly and gently in 1 to 2 cups of liquid for a long time in a covered kettle until tender.

Less tender, but: If you like beef cooked medium rare to rare . . . then broil, pan broil, or barbecue these cuts.

"Conseils" pour dépanner à la maison et sauver du temps . . . sorte de guide pour mieux cuisiner.

—Helen E. Stewart

Along the Bookshelf

NEW DIMENSIONS IN YOUTHWORK

Compiled and Edited by Howard P. Galloway
182 pages. Galloway Publications, North Plainfield, N.J. 07060; **$9.95**

This book is for the camp director who wants to be truly professional. It is a compilation of in-depth articles that will give anyone who works with children new ideas, new approaches, and, above all, a new understanding of those complicated creatures who are called 'today's youth'.

Howard Galloway has edited and published the American Camping Association magazine for the past 27 years. Undoubtedly his judgment in selecting the best from recent publications in magazines, newspapers and original submissions makes the 21 highly varied articles a collection that should be in the library of every progressive camp director who wishes to broaden his knowledge.

The book is divided into seven sections.
1. Priority One – Guiding Today's Youth
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3. Leaders – The Unsung Heroes
4. A Sound Mind and a Sound Body
5. Raising the Money to do the Job
6. Buildings, Equipment and Facilities
7. Management.

These section titles give some idea of the scope of this valuable book. Ann Prewitt

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–by Jocelyn Palm. A technical publication of The Royal Life Saving Society Canada, 550 Rue Church Street, Toronto, Ontario M4Y 2E1. **$5.95 plus 65¢ mailing charge.**
Ce livre est disponible en francais en décembre 1974

After careful perusal of this new book, it is our honest opinion it has a definite place on the bookshelf of every parent, school library and recreation department, as well as every camp director, swimming pool operator, lifeguard, swimming instructor and camp counsellor . . . indeed, anyone who is concerned with all aspects of water safety should regard this publication as a "must". Mary Jane Sanderson

We have repeated this Book Review because of its importance. For further details, see November 1974 issue.

P.G. GILBERT, M.R.A.I.C., ARCHITECT
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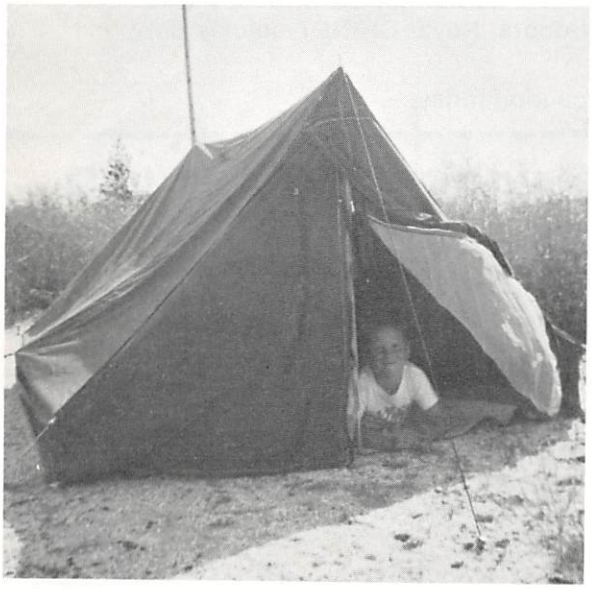

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